

RUTGERS—THE STATE UNIVERSITY



ADMISSION
TO THE
UNIVERSITY
IN NEW
BRUNSWICK,
NEW
JERSEY,
1969



Livingston College

RUTGERS—THE STATE UNIVERSITY

UNDERGRADUATE DAY DIVISIONS



NEWARK

Rutgers in Newark
(Coeducational-Urban)

NEW BRUNSWICK

Rutgers College
(Resident College for Men)

Douglass College
(Resident College for Women)

Livingston College
(Resident Coeducational College)

CAMDEN

College of South Jersey
(Coeducational-Urban)

There is a separate bulletin for each of the above undergraduate colleges. Other bulletins can be obtained by writing to the Director of Admissions of the specific division.

ADMISSION TO

Livingston College

OF RUTGERS
THE STATE UNIVERSITY
NEW BRUNSWICK
NEW JERSEY

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This stained glass chapel window at Rutgers College depicts the signing of the University's charter by His Excellency William Franklin, Royal Governor of New Jersey

RUTGERS THE STATE UNIVERSITY

...Serving State and Nation
for over 200 Years...

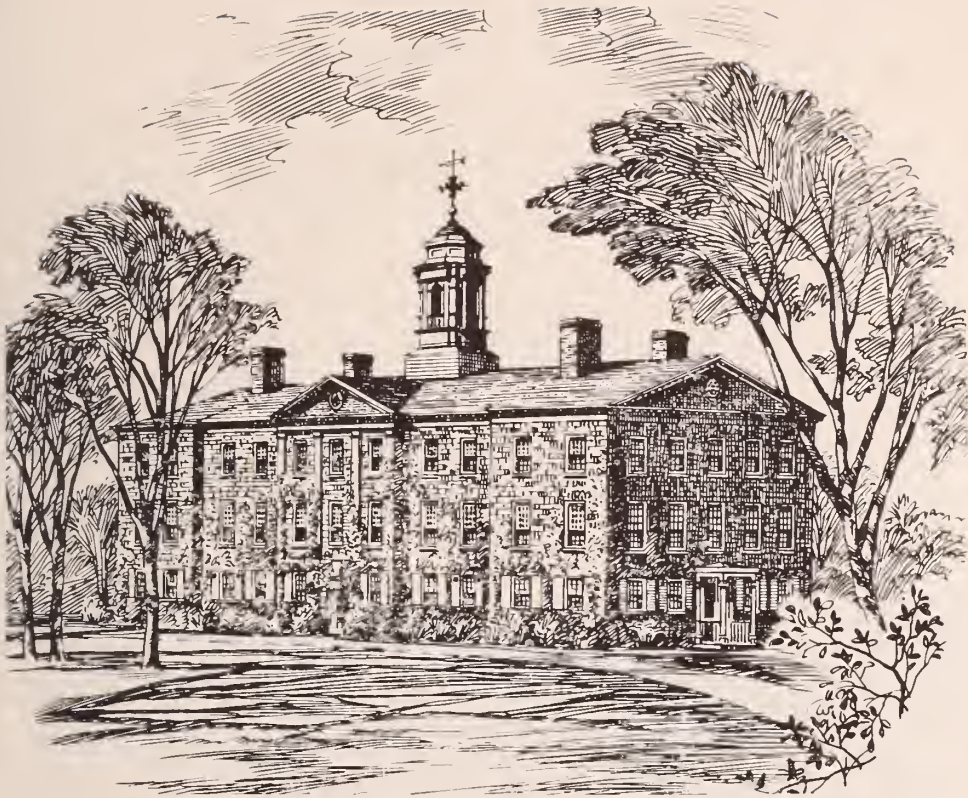
Rutgers is the capstone of the New Jersey public education system with divisions throughout the state. The undergraduate residential units — Rutgers College for men, Douglass College for women, and Livingston College for men and women — are located in New Brunswick. Each of these offers a wide variety of programs in the liberal arts, agriculture and environmental science, engineering, and certain pre-professional areas. Rutgers in Newark (made up of the Newark College of Arts and Sciences and Colleges of Nursing and Pharmacy) and the College of South Jersey in Camden are coeducational urban centers for commuting students. Livingston College welcomes its first class in September 1969 and is the first of a three-college, residential complex for undergraduate men and women.

Each student at Rutgers — The State University enjoys membership in a separate college community and still benefits from the many advantages of a large, diversified university.

HISTORY AND GROWTH

More than two hundred years ago His Excellency William Franklin, son of Benjamin Franklin and Royal Governor of New Jersey, signed the charter for the eighth colonial college in America. The college, founded on the initiative of members of the Dutch Reformed Church, was first called Queen's College in honor of Queen Charlotte, the wife of England's George III. Classes began in New Brunswick in 1771 under a single tutor, and the first graduate received his degree in 1774. Despite this humble beginning, the college was destined to become one of the country's major universities.

When the American colonies flared into revolt, Queen's College, then ten years old, was caught up in the conflict. New Brunswick was occupied by British forces, and for several years the college led a precarious existence at various locations in Somerset County. On the knoll now occupied by the administration building, Old Queen's, a battery of Alexander Hamilton's horse-drawn artillery bombarded British units in order to cover the crossing of the Raritan River by Washington's Army in its retreat to Princeton in December, 1776.



Old Queen's, administrative headquarters of the University, once housed the entire college

Old Queen's, which once housed the entire facilities of the college, was built in 1809. The bell in the cupola of Old Queen's, along with a gift of \$5,000, was given by Colonel Henry Rutgers, a prominent New York City philanthropist and a veteran of the Revolutionary War. It was in his honor that Queen's College was renamed in 1825.

Under both names the college had its difficult periods, but by the mid-nineteenth century it had grown enough to require the construction of a second building. Moreover, the curriculum was expanding beyond the limits of a traditional classical education.

In 1862 the United States Congress passed the Morrill Land-Grant Act which offered to each state proportionate amounts of federal land to be used to endow a college where instruction would be offered in "agriculture and the mechanic arts." New Jersey accepted the terms of the act in 1864. In the same year the newly organized Scientific School of Rutgers College was designated the land-grant college of New Jersey, largely through the efforts of Theodore Frelinghuysen, then president of Rutgers College. It is interesting to note that Frelinghuysen was also United States Senator from New Jersey and had been the running mate of Henry Clay on the Whig ticket in 1844.

In 1918, across town, New Jersey College for Women was founded in affiliation with Rutgers to fill a need for women's education in the state. The name of the woman's college was changed in 1955 to Douglass College in honor of its first dean, Mabel Smith Douglass.

The eighty-one-year period of co-operation between Rutgers and the state was consummated in 1945 when the Legislature designated Rutgers as the State University of New Jersey. A year later the University of Newark joined the Rutgers family; four years after that the College of South Jersey became affiliated with the University.

A major concern in the decades following World War II has been expansion of undergraduate facilities to serve the rapidly increasing numbers of qualified college-age students in the state. In the early 1960's, Rutgers formulated the Federated College Plan as one means of providing for expansion of the New Brunswick campus.

The Federated College Plan calls for three additional undergraduate colleges of relatively small size in New Brunswick which would pool resources with the colleges already established — Rutgers College and Douglass College. At the same time, each college retains its own identity with its own campus, faculty, student organizations, and traditions. Livingston College, which welcomes its first class of men and women in 1969, is the first of the three new colleges.

An important feature of a university is education beyond the undergraduate level. Rutgers College first announced a program for graduate study in its 1876 catalog, although graduate work did not become a significant part of the Rutgers curriculum until shortly after the turn of the century.

Following the Second World War, graduate programs in arts and sciences and in education and complete programs in law, pharmacy, and journalism were among a growing number of specialized services offered by Rutgers to both its students and the people of the state. In recent years professional graduate programs in library service, social work, and business administration have developed. The medical school admitted its first students in 1966.

Over the years the State University has enjoyed some "firsts." On the site of the Rutgers College Gymnasium in New Brunswick, Rutgers defeated Princeton in the first intercollegiate football game in the United States in 1869. To commemorate that event and to honor the greats of American collegiate football, the new American Collegiate Football Hall of Fame will be built near the University's football stadium. The same year which witnessed the beginning of college football also saw the printing of *Targum*, the oldest daily college newspaper in the country. Rutgers was one of the first universities in the nation to establish an evening college for adults with its own full-time faculty; University College offers these part-time students the opportunity to work toward degrees at five centers throughout the state.

"It must therefore always be the ultimate aim of the University to provide the atmosphere and the intellectual conditions in which alone the free spirit can survive."



... from his inaugural address
Dr. Mason Welch Gross,
President, Rutgers — The State University

"O! may America never want (for) sons of consummate Wisdom, intrepid Resolution and true Piety to defend her civil and Religious liberties, and promote the public weal of the present and rising Generation!"



... from his commencement address
of October 12, 1774 (the first
commencement of Queen's College)
Reverend Dr. Jacob Rutsen Hardenbergh,
first president of Queen's College

Many University activities such as concerts, lectures, and sports events are available to the entire University family and are attended by undergraduates from all divisions

Diversity of function is the hallmark of a university. A university faculty serves its students, as well as the community, through teaching and research. The two activities are complementary, for without research there could be little worthwhile instruction. Some research is committed to helping industrial, governmental, and other agencies to improve the quality of life. All research enhances and enriches the learning experience.

Years of research resulted in the discovery of the wonder drug Streptomycin in the laboratories of Dr. Selman Waksman, a Nobel Prize-winning scientist. Out of this discovery emerged the Rutgers Institute of Microbiology. The results of research performed at Rutgers Experiment Stations located throughout the state have contributed directly to the agricultural industry of the Garden State. Research in the College of Engineering has added to the strength of American industry and science. The achievements of Rutgers engineering alumni have resulted in the College having one of the highest percentages of graduates listed in *Who's Who*, *Who's Who in Engineering*, and *American Men of Science*. Faculty members in all divisions of the University are engaged in research projects of varying kinds — in the Center for Alcohol Studies, Eagleton Institute of Politics, the Urban Study Center, to mention just a few.

Beginning its third century of educating young people, Rutgers continues to uphold the intent of the Queen's College trustees as stated in 1771, namely, to pay "strictest regard . . . to everything which may tend to render students a pleasure to their friends and an ornament to their species . . ."



The University Choir and the Philadelphia Orchestra



A stimulating lecture series is presented



A Rutgers back "shoots the gap" against Princeton



TOP LEFT: Rutgers in Newark provides urban educational opportunities for the citizens of northern New Jersey

BOTTOM LEFT: The College Center at the College of South Jersey in Camden

TOP RIGHT: The College Center at Douglass provides a relaxing change of pace for students, faculty, and staff

CENTER RIGHT: The Livingston College campus presents a varied and stimulating setting for a community of students and faculty

BOTTOM RIGHT: The Rutgers College Physics Building symbolizes the modern science center at University Heights



The Arms of Rutgers: upper left—Nassau, the House of Orange, in honor of the Dutch settlers whose perseverance brought Queen's College into being; lower left—ploughs from the Great Seal of the State of New Jersey, symbolizing Rutgers' status as the Land-Grant College and State University; upper right—George III of England, under whose authority the Charter was granted, and Charlotte of Mecklenburg, his Consort, in whose honor the College was named "Queen's"; lower right—the Arms of Colonel Henry Rutgers, whose name the College took in 1825.



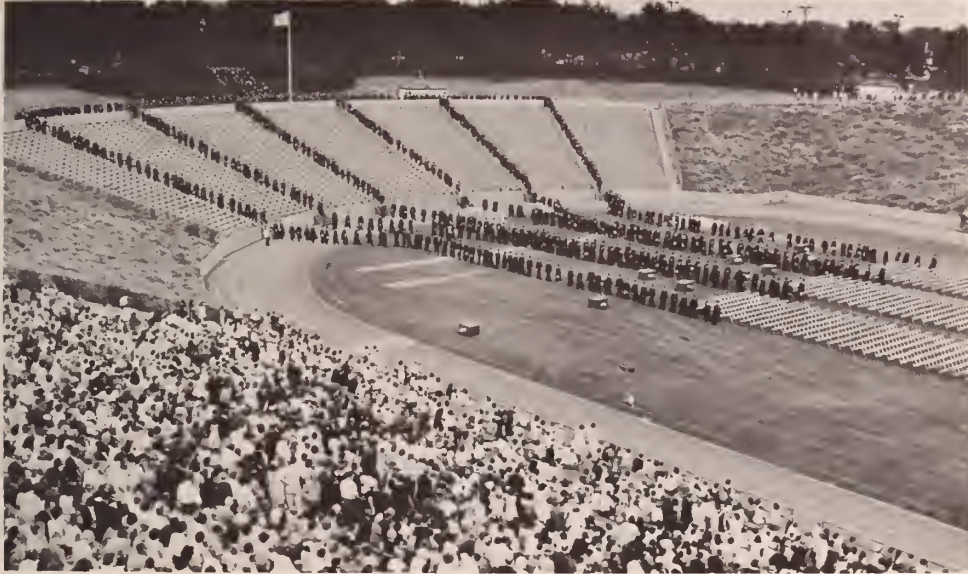
ADMISSION TO THE UNIVERSITY

Since Rutgers is the State University of New Jersey, admissions preference is given to the New Jersey applicant. Applications from outstanding students from other states and countries are encouraged at the resident divisions. However, the number of out-of-state students that can be accepted is limited.

A separate admissions office and staff is located in each undergraduate division of the University. Admissions criteria are established by the faculties of each college with appropriate admissions committees making the selection of candidates.

A candidate to one of the daytime undergraduate divisions of the University is required to submit an application with a ten dollar application fee, secondary school record, and scores on the Scholastic Aptitude Test of the College Entrance Examination Board. In some instances it may be desirable for a candidate to seek consideration from more than one division of the University. In such cases, only one application fee is required. The three application options which are available are described on the application form as well as in this bulletin.

The particular issue of the admissions bulletin that you are now reading concerns admission requirements at one of the undergraduate divisions of Rutgers. Information on each of the other divisions can be found in its edition of this bulletin.



*UPPER RIGHT: Reception at
Voorhees Art Museum*

*CENTER: University Commencement
in the Stadium*

THE UNDERGRADUATE DAY DIVISIONS AND THEIR OFFERINGS

THE COLLEGE OF SOUTH JERSEY in Camden makes available pre-professional, business, and liberal arts programs of study to residents of the South Jersey area. The School of Law—Camden is located there. The great majority of the men and women students reside at home and commute daily to the college. The enrollment at this four-year undergraduate division of the University is 1100.

RUTGERS IN NEWARK is coeducational, with the majority of students commuting daily. The Newark College of Arts and Sciences offers a number of majors in liberal arts, as well as pre-professional programs. The College of Nursing, the College of Pharmacy, the Graduate School of Business Administration, and the School of Law—Newark provide professional training for interested students throughout the state. The enrollment of the undergraduate colleges in Newark is 3000.

DOUGLASS COLLEGE, the University's co-ordinate college for women in New Brunswick, provides a rigorous intellectual experience for highly selected students. The academic program, which includes some twenty-eight majors in liberal arts, as well as nine professional and pre-professional areas of study, emphasizes the values and relevancies of liberal arts in a changing world. The majority of the 2840 students live on campus; about 20 per cent commute from their homes. There are no sororities at Douglass. Douglass shares many academic, extracurricular, and social activities with Rutgers College and Livingston College.

LIVINGSTON COLLEGE is a new coeducational, residential college. It offers a wide variety of programs in the humanities, social sciences, and physical and natural sciences as well as programs in agriculture and environmental sciences and in engineering. In particular, it offers courses in such exciting and contemporary areas as computer science, anthropology, and urban planning. Some 1000 students will be enrolled in the first-year class with most of them living on campus.

RUTGERS COLLEGE is the men's resident division and is located in New Brunswick. Founded in 1766 as Queen's College, Rutgers College offers programs of study in the liberal arts, sciences, engineering, agriculture and environmental science. Most of the student body of 6000 reside in the University's modern residence halls or in the 27 national and local fraternities located on campus.

PROGRAMS OF STUDY

AGRICULTURAL BUSINESS	D, L, R	LANDSCAPE ARCHITECTURE	D, L, R
AGRICULTURAL BUSINESS (first year)*	C	LANDSCAPE ARCHITECTURE (first year)*	C
AGRICULTURAL ENGINEERING (4-year program)	D, L, R	LATIN	L, N, R
AGRICULTURAL ENGINEERING (5-year program)	D, L, R	LATIN-AMERICAN STUDIES	D, L, R
AGRICULTURAL SCIENCE	D, L, R	LINGUISTICS	L, N
AGRICULTURAL SCIENCE (first year)*	C	MATHEMATICS	C, D, L, N, R
AMERICAN STUDIES	D	MECHANICAL ENGINEERING (4-year program)	D, L, R
ANIMAL SCIENCE (including pre-veterinary medicine)	D, L, R	MECHANICAL ENGINEERING (5-year program)†	C, D, L, N, R
ANIMAL SCIENCE (first year)*	C	MEDICAL TECHNOLOGY	C, D, N
ANTHROPOLOGY	L	MIDDLE EASTERN LANGUAGE & AREA STUDIES	L, R
ART	D, L, N, R	MUSIC	D, L, N, R
BACTERIOLOGY	D, L, R	NURSING	N
BIOCHEMISTRY	L, R	ORIENTAL LANGUAGE & AREA STUDIES	L, R
BIOLOGICAL SCIENCES	D, N	PHARMACY	N
BIOLOGY	C, L, R	PHILOSOPHY	D, L, N, R
BOTANY	L, N, R	PHYSICAL EDUCATION	D, L, R
BUSINESS ADMINISTRATION	C, N, R	PHYSICS	C, D, L, N, R
CERAMIC ENGINEERING (4-year program)	D, L, R	PHYSIOLOGY	L, R
CERAMIC ENGINEERING (5-year program)†	C, D, L, N, R	PLANT SCIENCE	D, L, R
CERAMIC SCIENCE (4-year program)	D, L, R	PLANT SCIENCE (first year)*	C
CERAMIC SCIENCE (5-year program)†	C, D, L, N, R	POLITICAL SCIENCE	C, D, L, N, R
CHEMICAL ENGINEERING (4-year program)	D, L, R	PORTUGUESE	L, R
CHEMICAL ENGINEERING (5-year program)†	C, D, L, N, R	PRE-DENTISTRY	C, L, N, R
CHEMISTRY	C, D, L, N, R	PRE-LAW	C, L, N, R
CHEMISTRY, FOODS & NUTRITION	D	PRE-MEDICINE	C, D, L, N, R
CHINESE	L	PRE-NURSING (two years)	D, L
CITY & REGIONAL PLANNING	L, R	PREPARATION FOR RESEARCH (AGRICULTURE & ENVIRONMENTAL SCIENCE)	D, L, R
CIVIL ENGINEERING (4-year program)	D, L, R	PREPARATION FOR RESEARCH (AGRICULTURE & ENVIRONMENTAL SCIENCE) (first year)*	C
CIVIL ENGINEERING (5-year program)†	C, D, L, N, R	PREPARATION FOR TEACHING‡	C, D, L, N, R
CLASSICAL CIVILIZATION	D	PRE-PHARMACY (one or two years)	C, L, R
CLASSICS	L, N, R	PRE-VETERINARY MEDICINE	C, L, R
COMPARATIVE LITERATURE	L	PSYCHOLOGY	C, D, L, N, R
COMPUTER SCIENCE	L	RELIGION	D, L, R
DRAMATIC ART	D, L, N, R	RUSSIAN	D, L, N, R
ECONOMICS	C, D, L, N, R	RUSSIAN AREA STUDIES	D, L, R
ELECTRICAL ENGINEERING (4-year program)	D, L, R	SOCIOLOGY	C, D, L, N, R
ELECTRICAL ENGINEERING (5-year program)†	C, D, L, N, R	SPANISH	C, D, L, N, R
ENGLISH	C, D, L, N, R	SPEECH THERAPY	D
ENVIRONMENTAL SCIENCE	D, L, R	ZOOLOGY & PHYSIOLOGY	L, N, R
ENVIRONMENTAL SCIENCE (first year)*	C		
FOOD SCIENCE	D, L, R		
FOOD SCIENCE (first year)*	C		
FOREIGN LANGUAGES‡	C		
FRENCH	C, D, L, N, R		
GEOGRAPHY	D, L, N, R		
GEOLOGY	C, L, N, R		
GERMAN	C, D, L, N, R		
HEBRAIC STUDIES	D, L, N, R		
HISTORY	C, D, L, N, R		
HOME ECONOMICS	D		
INDUSTRIAL ENGINEERING (4-year program)	D, L, R		
INDUSTRIAL ENGINEERING (5-year program)†	C, D, L, N, R		
ITALIAN	D, L, N, R		
JOURNALISM	D, L, R		

* At the completion of the first year, students at Camden transfer to New Brunswick for the remaining three years of the program.

† At the completion of the second year, students at Camden and Newark transfer to New Brunswick for the remaining three years of the program.

‡ A program requiring a combination of any two of the following: French, German, Russian, or Spanish.

§ Preparation for teaching is available at each of the undergraduate colleges. Consult the academic section of this book for additional information.



Livingston College is the first of three new coeducational, residential colleges of Rutgers in the New Brunswick area. Its over-riding concern is to evoke from its students and its faculty an intense intellectual involvement with the world in which they live



*Livingston College has been named
for William Livingston, the first
governor of the State of New Jersey*

LIVINGSTON — A NEW COLLEGE

Livingston is a new college of Rutgers — The State University located in the New Brunswick area. It is a coeducational, residential college, offering degree programs in the liberal arts, agriculture and environmental science, and engineering. It will open in September 1969 with a first freshman class of about 1,000 men and women.

Livingston is a distinctively contemporary-minded college. Its over-riding concern is to evoke from its students and its faculty an intense intellectual involvement with the world in which they live. Because of this concern and because of its stress upon excellence and quality education, Livingston hopes to prepare future citizens who will be responsive to the problems of their time and who will have the necessary skills to begin the complex task of solving them.

THE HISTORY OF LIVINGSTON COLLEGE

In the early 1960's Rutgers University was faced with an impending three-fold increase in its student body. In response to this the University formulated a Federated College Plan for the expansion of its New Brunswick campus.

The Federated College Plan recommends that three relatively small new colleges be added to the New Brunswick complex. It recommends further that these new colleges and the already existing New Brunswick colleges, Douglass and Rutgers, form a federation—that they pool their resources and talents but retain their identity and individuality. In addition, the Plan calls upon each of the colleges to develop a distinctive undergraduate program. These programs complement each other and, as a whole, comprise a full and varied spectrum of program offerings. Students in each college can obviously take advantage of the distinctive program of that college; but they also can take advantage of the others by electing courses in the other colleges.

Under this plan, the University provides a student both with the intimacy and the “life-space” of the small college and the diversity and resources of the big university. Confronted by the choice between bigness and smallness, the University has found a way to reconcile and synthesize the two.

The Federated College Plan also provides for the construction—in the area which once was Camp Kilmer—of three coeducational colleges, each of the approximate size of Douglass College and somewhat smaller than Rutgers College. Thus there will be five colleges, each with a central commitment to students and the mandate to strive for excellence in undergraduate education in its own characteristic way.

Livingston College is the first of the new colleges. It is developing a distinctive style of undergraduate education. At the same time, because Livingston College exists within the larger framework of the University, it can never become a small, parochial, insulated college. It both receives nourishment from and gives nourishment to its brother and sister colleges. Although it has a life of its own, it participates in a life greater than its own. And, by virtue of this larger life, students at Livingston have access to the diversity, the depth, the resources, and the facilities of the University.

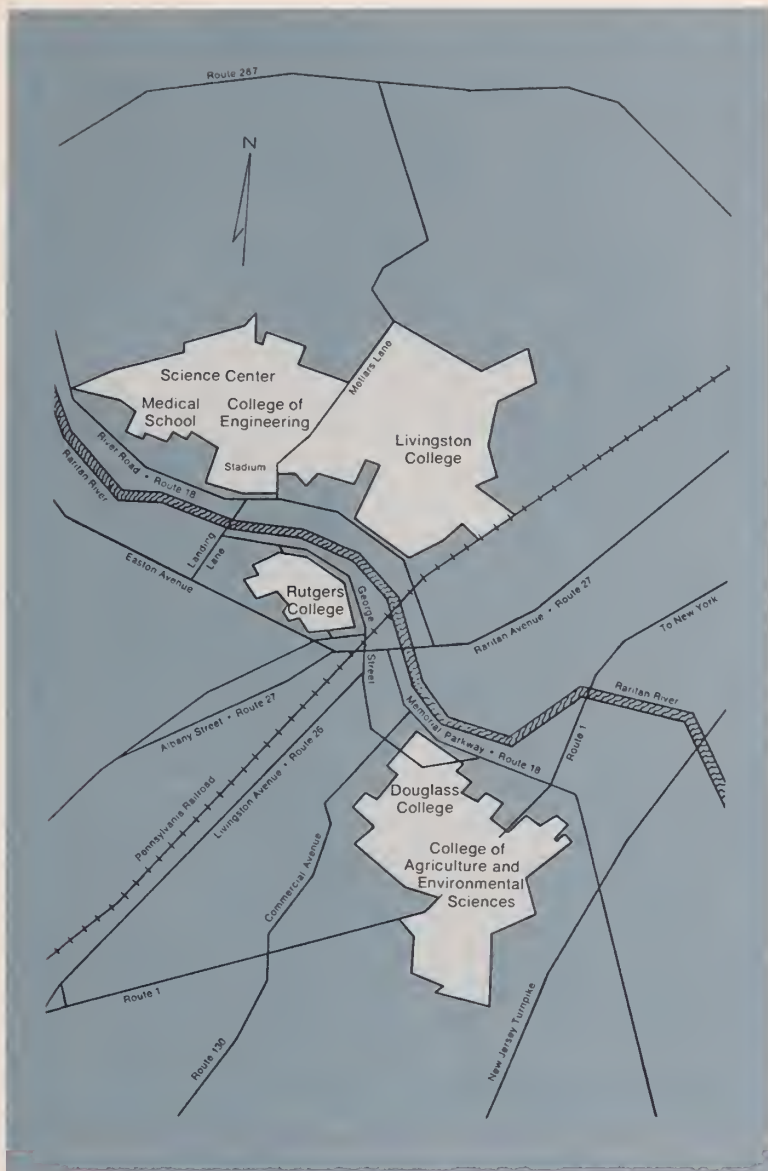
The Federated College Plan, the Rutgers solution to the dilemma which faces higher education, will soon begin. Some of you reading this may well help put it to the test.

THE AIMS OF LIVINGSTON COLLEGE

Livingston College will have no ivory towers. It cannot; our cities are decaying, many of our fellow men are starving; social injustice and racism litter the earth; weapons of awesome destructiveness threaten our existence.

Furthermore, the times we live in are revolutionary and bewildering. Radical change has become the rule; understanding and mastering that change has

*Rutgers in
New Brunswick*



become a necessity. Livingston students will need to get a sense of, and a grip on, the trends and transformations occurring around them. The significance of the computer; the rise of ecumenism; the drug revolution; the resurgence of political conservatism; the NLF and the New Left; the songs of Dylan; the writings of Fanon and Guevara, McLuhan and Malcolm X—these phenomena must be confronted and examined for they represent some of the most fundamental forces at work in our world.

There are then many complex problems to be faced, and they demand



Rutgers formulates a blueprint for its future growth by designating Livingston College the first of three new colleges in the Kilmer area

The structure and identity of Livingston College evolve from the combined efforts of faculty and administration



University undergraduates also actively share in the development of Livingston College

As building planning proceeds, Livingston College becomes that much more real



an approach adequate to their complexity. The problem, for example, of the crisis in our cities has many aspects to it. The specialist in urban sociology can sight some of them, but he requires the help of allies to make them all visible. He needs a political scientist, an economist, a city planner, a social psychologist, and others to work with him. And so it will be at Livingston. We will deal with complex problems by bringing a number of different points of view to bear upon them; we will offer courses which focus on problems and which utilize the perspectives of many different fields to investigate these problems.

Although our courses will stress the value of being able to look at a problem from many perspectives and points of view, they will also emphasize the value of being able to delve deeply into a problem from one point of view. We will, that is, stress both breadth and depth, flexibility as well as expertise.

One of the goals of Livingston College then will be to train the specialists and the professionals. But the Livingston student will become a specialist through a unique process. He will seek specialized knowledge because he realizes that the problems he is involved with cannot be solved *without* such knowledge. That is, he will choose a major at Livingston as a natural step in a natural process.

Coupled with our rejection of the ivory tower is our conviction that the gap between the campus and the community must be narrowed. At Livingston College we will try to make our students aware of the relevance of what they are learning to the concerns, interests, and activities of the society in which they live. In part, this will be done by encouraging appropriate discussion inside and outside of class, by bringing non-academic people to the campus, by case studies, by visits to the community, through movies and special exhibits; in short, by bringing the community, or parts of it, to the campus.

But not only do we want to bring the community to the campus; we also want to urge some or even many of our students to acquire part of their education off campus. At other colleges this has been done by work-study programs, junior years abroad, community action programs, and many variants of these. At Livingston we want to make a particular effort to give such off-campus activities added depth and intellectual content, and to bring them into close relationship with the academic program on campus. We want to make them genuine clinical experiences, internships, in which practical work is made more meaningful and stimulating by being closely and vigorously related to the appropriate theory. What the research laboratory is to the exact science, the community at large is to many other disciplines. We want, for instance, the student's off-campus experience in a state agency to reinforce and be reinforced by his political science course, just as the student's work in the chemistry laboratory reinforces and is reinforced by his chemistry course.

There will be freedom at Livingston. Our students will not be merely processed or put through an educational mechanism via a standardized circuit. Their opportunity to experiment with alternatives, to take risks, and to make

errors — fundamentally, their right to grow, to get to know and master themselves — will not be sacrificed for logistic consideration. We believe that our students should be able to plan their own curricular and extracurricular lifestyles. We will provide them with extensive advising and counseling, and we will make sure that all the relevant facts and alternatives are clearly understood. Each student will have a faculty adviser to whom he may turn for advice and guidance. But each student also will have the freedom to make his own decision. He will, for example, be able to choose among a large number of well-defined curricula in all the major subjects, but he will also be able to define his own area of concentration. Only in this way can he strengthen and sharpen his ability to evaluate alternatives critically. And if we are successful in developing this ability, we will not be concerned that his choices are inconvenient for us or contrary to our desires. Livingston, after all, exists for the students. Our only requirement is that their choice not be thoughtless or arrived at uncritically.

Livingston feels a special obligation to the disadvantaged. This country has not provided equal opportunities to all its citizens and has deprived many of them of their sense of self-worth. This is true of the urban and rural poor and particularly true of Black Americans. We intend, as much as we can, to remedy these intolerable conditions. We, furthermore, commit ourselves to an admissions policy whereby disadvantaged young people with college potential are admitted and are helped, with suitable programs, to realize that potential and to fulfill the graduation requirements of the University. The College hopes to gain as much from the presence and activity of this group of students as the group hopes to gain from being at the College. We are indeed eager to utilize the special knowledge and “savvy” about the city which these urban residents have. In this, as well as in other areas, we are the disadvantaged and they the advantaged. As a college interested in training future specialists in urban affairs, we cannot do without them. In addition, we have produced a stronger and more varied set of offerings because we have anticipated their presence on campus; we are planning, for example, courses which emphasize non-Western influences on our culture. More generally, we will have the opportunity to rethink many of our methods of educating when we begin to implement our commitment to this group. And lastly, all our students will gain much from their many and varied interchanges with each other. Perhaps some real communication — so necessary and so often tragically missing — can occur.

Livingston students will have many different interests and aims. A large number of them will want to go to graduate school, many others will embark on business or government careers after graduation. Some will be very much involved in a variety of activities, on and off campus, others will want to be left alone to study and to read. There will be those who will devote much energy to community action and internship programs, others who will spend most of their time with slide rule and test tube or in the stacks of the library. Livingston College welcomes them all.



Although construction is the first visible sign of a new college, the arrival of its students is what gives it life

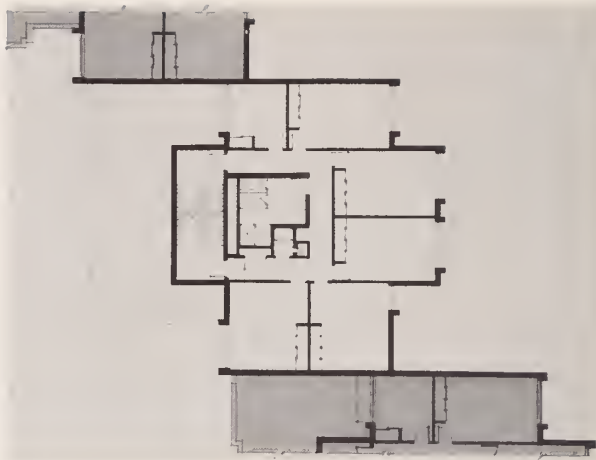
THE CAMPUS AND STUDENT LIFE

Livingston College is located in Piscataway Township on the site of the old Camp Kilmer. It lies across the Raritan River from the New Brunswick campus and is adjacent to the University Heights Science Center and the new Medical School.

The first half of the Livingston campus, which will be completed in the summer of 1969, contains three residential quadrangles and a central academic and recreational building. Each resident quadrangle, divided into smaller units called houses, has ten house units of 45 to 55 students, a library of 10,000 volumes, a faculty apartment, and common rooms for discussions, recreation, and relaxation. The residences are served by the academic and college center which contains dining rooms and a snack bar, lounges and game rooms, general classrooms (most of which are designed for small classes of no more than 25 students), a language laboratory, and faculty offices. A commuter area, with lockers, showers, and nap rooms, serves students not living on campus. In addition, bookstore and postal facilities are available. During 1969, we hope to start the construction of the second half of the College which will add more residential, recreational, and academic facilities.

Much has been done in the design of the Livingston College buildings to encourage informal education. The architecture of the College expresses our belief that the gap between the curricular and the extracurricular, between the academic and the non-academic, is artificial. The way the buildings have

A typical house unit floor includes five double student rooms and a single arranged around a central bathroom. On the ground floor the house has common rooms for discussion and entertainment



been placed and their internal arrangements invite the coming together of students and faculty, and encourage exchanges between them. At the same time, although Livingston is a place where learning and living are not artificially separated, we have tried to insure privacy for each individual.

The notion that learning only happens in some special place — the classroom — and between certain special hours — from 8 to 5 Monday through Friday — is, we think, absurd. Students do learn in the conventional way, but they also learn outside the classroom, at odd hours, and even on weekends. They learn, for example, from movies they have filmed or plays they have acted in, from doing a column in the school newspaper or writing a poem for the school literary magazine, from working at the TV or radio station, from participating in student politics, from marching in a demonstration, from engaging in a sport, from an active social life, and from going to concerts. These activities can provide the framework for significant, even profound, learning experiences. We will encourage them.

In addition, the student at Livingston will be able to choose from a large and varied set of social, athletic, and cultural activities. There will be many clubs on campus that will be generated from the needs and interests of the students. Faculty members will be available and most willing to assist students in forming clubs and, more generally, in organizing social activities.

The student will, of course, also be able to attend the many cultural events which the University sponsors. As in the past, he will be able, for example, to hear performances by major musical ensembles and distinguished soloists, attend speeches by some of the major political and intellectual figures of our time, and view the paintings of many significant contemporary artists in the University art gallery. The Livingston student also can use the vast cultural resources of the neighboring metropolitan areas of New York and Philadelphia.

Athletic activities at Livingston will include both intramural and intercollegiate programs. The intramural programs for men and women will evolve from the student's desire to participate in informal sports activities and will

provide campus competition among resident houses and independent groups. The intercollegiate programs of Rutgers University, featuring varsity teams in all major sports, will be open to Livingston students. The gymnasium for Livingston will be completed after the opening of the College, but athletic fields, basketball and tennis courts, and the University pool are available.

At Livingston, students will assume a more active role in the governance of their College. Decisions concerning campus issues will reflect the joint participation of students, faculty, and administrators. We believe that the best way to foster the growth of the active citizen is to first foster the growth of the active college citizen. One cannot accomplish this if the student has no voice in the decision-making process of the college. Our students will have such a voice. They will be members of the college government, serve on many college committees, and play an important role in the advising and residence programs. They will be full citizens in the Livingston College community with both the power and the responsibility that full citizenship implies.

Among the many activities in which the Livingston freshmen will be involved, there is one that should be singled out: the Livingston freshmen will be actively participating in the early development of a new college. Although much has been done at Livingston, much remains to be done by the pioneer group of students, faculty, and administrators who will come together in 1969. To be sure, Livingston has a structure and an identity, but it is very much an embryonic structure and identity. We look to our freshman class for assistance in guiding this as yet only partially developed college to completeness and maturity. This, undoubtedly, will make the freshman year more difficult at Livingston than at other colleges. Inevitably, there will be confusion, mistakes, occasional chaos. There will be the noise and mud of continuing construction. But, with all this, there will exist at Livingston a quality and tone that is distinctive and exciting: there will be a sense of experimentation, of newness, of growth, of development, and an awareness that one is participating in the creation of a college, a center of learning which is dedicated to man's highest capacities and aspirations.



A plan materializes — walls are rising, a faculty is gathering, and the College eagerly awaits its first students



ACADEMIC PROGRAMS

Students entering Livingston College can choose from among a wide variety of majors in the humanities, the social sciences, the physical and natural sciences, agriculture and environmental science, and engineering. At the time of application for admission to Livingston College, prospective students should give careful thought to the most likely orientation of their intellectual interest and enjoyment, and on this basis indicate their choice of one of four general curricular areas:

1. Liberal Arts — Social Sciences and Humanities
2. Liberal Arts — Physical, Natural, and Mathematical Sciences
3. Agriculture and Environmental Science
4. Engineering

Each of these will be further described in the sections which follow.

Choices within each of these general areas need not be made prior to admission, as students will move into their more specialized areas of concentration, or "majors," only at the beginning of their sophomore or junior years. It is even possible to change from one general area to another during the freshman year, although in some cases such changes may require additional study.

Members of the Livingston College faculty and of the Admissions Office will be glad to discuss these and related matters. A good opportunity for this will be the orientation weekend which will be held for all incoming Livingston students in the spring of 1969.

The booklet you are now reading went to press in June 1968. At that time Livingston College was still very much in the planning stage, with more details about its academic programs falling into place with every succeeding day. The academic programs are therefore described only in quite general terms, though explicit enough to fix their outline and to indicate the options open to the entering Livingston student, and the general features of the curriculum. A supplement to this booklet will be prepared in the fall of 1968, and will be available upon request.

LIBERAL ARTS PROGRAMS

The Freshman Year

The rapidly growing faculty of Livingston College includes outstanding scholars in a wide variety of fields, and the College has, or is in the process of establishing, departments in most of the principal liberal arts subjects. Among many others, these will include not only such subjects as English and other literatures, history, philosophy, sociology, political science, biological science and geography, but also some that are new to Rutgers University: computer science, urban planning, anthropology, and a growing number of Asian and African languages. Since, in addition, Livingston students may take courses at Douglass and Rutgers Colleges, they will be able to choose among the full range of liberal arts majors available in New Brunswick. A specific choice need not be made until the end of the first or second year, because the freshman program will for most students remain broad and unspecialized. The only decision to be made at the time of admission—and it need not be irrevocable—is that between a major interest in the sciences or in the non-sciences.

For both of these broad areas, the freshman program of Livingston students will consist of four courses. The four-course program is one of the characteristics of the Livingston curriculum. It represents a departure from the traditional five-course program and is one of the major curricular innovations of the College. A freshman interested in majoring in physics, chemistry, any of the biological sciences, geology, mathematics, or computer sciences, will take typically both a mathematics course and a laboratory science. A freshman intending to major in a humanity or social science will take typically either a mathematics or a science course, probably one specifically intended for non-science majors.

The Multi-Subject Course

Toward the end of the freshman year, students will begin to narrow down their choice of major or area of concentration. In making this choice, Livingston students will profit from having taken one of a number of “multi-subject” courses. These courses, which are unique to the College and which represent another major curricular innovation, will be taught by a team of experts in different but related subjects and will deal with complex problems or issues by treating them from the point of view of different perspectives. Thus, a course on the city will show the way in which, for example, sociology, history, political science, and economics approach urban problems. Similarly, an anthropologist, a linguist, a psychologist, and a biologist may join together to treat the subject of communication from their different points of view.

The purpose of these problem-centered courses is not to make the Livingston student a jack-of-all-trades, but rather to give him a real perspective on the different ways in which a variety of fields are used to tackle the complex

problems of past, present, and future. After examining different subjects, the student will be able to choose a major he enjoys and to understand how it is related to other equally important and necessary fields. For this reason one of these multi-subject courses is likely to form a major and distinctive part of every Livingston freshman program.

We expect that six to eight such courses will be available to Livingston freshmen during the first year 1969-1970. Detailed descriptions of these courses, the problem or issue on which each will focus, the faculty who will be involved in them, and the way in which each intends to mix lectures and small sections and to combine a structured syllabus with independent work, will be available to all prospective Livingston freshmen during the spring of 1969. Thus they will have ample opportunity to choose.

The Choice of a Program

Throughout their freshman year, Livingston students will have ample opportunity to discuss their further programs with their faculty advisers, other members of the faculty, and their fellow students. This further program, adapted to each student's needs and interests, should accomplish two complementary aims.

One aim is to reach a high level of mastery and depth in some subject so as to be able to use that subject in one of a variety of ways. Many Livingston students will go on to graduate or professional schools where they will make very specific use of their undergraduate majors. Others will move into a wide variety of opportunities in business, government, education, and social service in which they will utilize their knowledge in more generalized ways. All, throughout their further lives, will profit from knowing something well. This aim can be achieved by majoring in any one of the many departmental programs available to Livingston students, as listed on page 15. However, Livingston students will also have the unique opportunity of defining their own areas of concentration, cutting across several departments, and of developing individual programs in consultation with appropriate faculty advisers.

The other basic aim of the four-year undergraduate program for each student is to achieve a proper measure of the intellectual breadth and perspective,



One aim of the Livingston undergraduate program is to achieve a proper measure of intellectual breadth and perspective, as well as a degree of literacy in one's own and other languages

as well as a degree of literacy in one's own and other languages, which are essential to a truly liberal education. The Livingston faculty feels very strongly that every student should have a more than casual acquaintance with each of the three major areas of intellectual activity: the humanities, the social sciences, and the physical, natural, and mathematical sciences. However, there is no single way of achieving all this, no one set of distribution requirements assuring success. Instead, Livingston students will be encouraged to develop their own individual programs as determined by their own needs and interests in conjunction with these over-all education goals. The students will be able to rely on much advice and help from the Livingston faculty in developing an interesting and balanced program. In this way we hope that Livingston students will take courses because they want to take them, not because they have to take them.

The Livingston faculty is also convinced that in this steadily shrinking world it is highly desirable to see one's own culture in proper perspective, and to be reasonably proficient in at least one foreign language. It is likely that Livingston College will follow the example of a number of major institutions in expecting such proficiency from its students. More information will be available in the fall of 1968.

AGRICULTURE AND ENVIRONMENTAL SCIENCE PROGRAMS

The College of Agriculture and Environmental Science, occupying a campus of 850 acres, has been in existence since 1864 under the provisions of the Morrill Act which designated Rutgers the Land-Grant College in New Jersey.

The Livingston College faculty, in co-operation with the faculty of Agriculture and Environmental Science, will offer to students programs which will provide a liberal education and specialized and professional training so they may qualify for graduate study or for career opportunities related to agriculture and use of the environment. In the past, about 7 per cent of such graduates have become producers of agricultural commodities, 50 per cent have pursued graduate study, and the balance have been employed by private business concerns and government agencies.

The freshman-year program for the Agriculture and Environmental Science curricula is essentially the same for all students and includes (a) a Livingston College multi-subject course, (b) general chemistry, (c) mathematics, (d) biology. R.O.T.C. is optional.

The Core Curricula

Beginning with the sophomore year the student, with faculty guidance, pursues one of the eight core curricula listed below. The student has the choice of pursuing a broad general program with a wide selection of electives or a more specific program with the choice of elective subjects based upon a career objective. The specific programs are indicated as options after the title of each curriculum.



Many career opportunities related to agriculture and use of the environment are open to those Livingston College students pursuing Agriculture and Environmental Science programs

Environmental Science Core Curriculum with options in Air and Water Resources, Aquatic Biology, Conservation and Wildlife Biology, Environmental Health, Environmental Science Teaching, Marine Science, Meteorology, and Soils.

Agricultural Science Core Curriculum with options in Five-year Agricultural Engineering, Agricultural Journalism, Entomology, Mechanized Agriculture, Ornamental Horticulture Teaching, and Production Agriculture.

Plant Science Core Curriculum with options in General Horticulture—Fruits and Vegetables; Ornamental Horticulture—Floriculture and Nursery Management; Forestry; Turf Management. This curriculum is designed to provide training for careers in the fields of plant improvement and production.

Animal Science Core Curriculum with options in Preveterinary Medicine; Animal Production. This curriculum is intended for students who are planning for careers in animal science—animal, dairy, or poultry husbandry; animal physiology, nutrition, or pathology; or for entrance to a school of veterinary medicine.

Food Science Core Curriculum. This curriculum should be selected by those interested in professional careers in food research and in food and dairy processing. A wide variety of positions in research and development in the food industry is available to graduates in technical services, food plant management, and quality control for industry and regulatory agencies.

Preparation for Research Core Curriculum with options in the agricultural, biological, and environmental science areas including those in Entomology; Biochemistry and Microbiology; Air and Water Resources; Plant Research; Animal Research. This curriculum is especially designed to prepare students for graduate study. Students who intend to embark on careers with a Bachelor of Science degree should not elect this curriculum. Required in this program

are courses in the fundamentals of biology, chemistry, mathematics, physics, and the agricultural and environmental sciences. Completion of this curriculum, plus advanced degree work, opens possibilities in college and university teaching and research, federal and state government service, in industries concerned with processing and distributing food, in the manufacturing, sales and servicing of machinery and chemicals required in agricultural production, and the field of environmental sciences.

Agricultural Business Core Curriculum with options in Agricultural Firm Management; Agricultural Economics; Food Service Administration; Integrated B.S.- M.B.A. Program; Secondary School Teaching. The preparation of students for employment in industries associated with agriculture is the objective of this curriculum. It leads to opportunities in banking, insurance, accounting, government service, market research, trade journalism, personnel work, advertising, food services and restaurant administration, sales and service, product development, and market analysis, as well as in many other areas.

Landscape Architecture Core Curriculum. This curriculum is designed to prepare students for professional careers in landscape architecture and allied fields. The program of study emphasizes, both as an art and a science, the practice of land planning for optimum human use and enjoyment. Graduates may be self-employed or work for private landscape architectural offices, planning collaboratives, or government agencies concerned with public housing, highway development, city planning, and parks and recreation areas.

ENGINEERING PROGRAMS

Founded in 1864, the College of Engineering had the pleasant task not only of celebrating its centennial in 1964, but also of dedicating a magnificent Engineering Center on the University Heights campus adjacent to the Kilmer Campus. Supplementing the Queen's Campus Engineering Plant, the new Engineering Center, a complex of four large buildings, provides the most modern facilities and equipment for both the undergraduate and graduate programs.

Four-Year Curricula

Various four-year curricula are provided to enable the student to study in the fields of Agricultural Engineering, Ceramic Engineering, Ceramic Science, Chemical Engineering, Civil Engineering, Electrical Engineering, Industrial Engineering, and Mechanical Engineering.

During the freshman year, which is common to all curricula, students meet with faculty advisers to obtain guidance in selecting courses of study. This guidance is supplemented by a series of lectures describing various types of engineering work. At the end of the first year the student selects a curriculum in which to specialize.

All of the engineering curricula have many courses in common throughout

the first three years. During the junior and senior years an opportunity for election and choice among basic professional and cultural subjects is made available, and the emphasis is placed upon meeting the needs of each individual student. Highly specialized professional courses are not included in the undergraduate curricula since the time thus used would be at the expense of basic education. Specialization logically comes from experience and study after graduation.

Five-Year Curricula

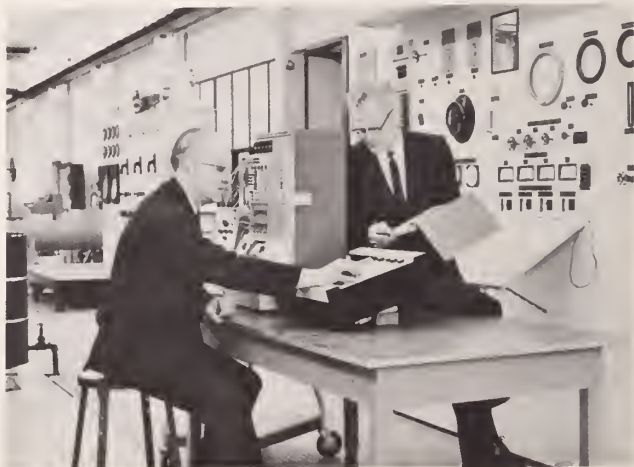
Five-year curricula are offered in each of the fields listed above except in Agricultural Engineering and lead to both the Bachelor of Arts and the Bachelor of Science degrees. The first two years are spent in a common program of the humanities and social studies and in completing the pre-engineering mathematics and science courses. At the end of the sophomore year, the five-year engineering student selects his engineering major.

Description of Fields

A brief description of the work covered in each field is given below.

Agricultural Engineering. Agricultural Engineering is a field of engineering and science in which both physical and biological sciences are specifically utilized. It involves power, machines, structures, electronics, land development, irrigation, and drainage in connection with the production, processing, handling, and storage of food, feed, and natural fiber, and the conservation of soil and water resources. The required education is offered through a program administered jointly by the College of Agriculture and Environmental Science and the College of Engineering.

Ceramic Engineering. Ceramic Engineering is that branch of engineering concerned primarily with the conception, development, production, evaluation, application, and understanding of ceramic materials or products. It includes the scope of activities associated with engineering in general. The ceramic



The new Engineering Center provides the most modern facilities and equipment for both undergraduate and graduate programs

engineer, with his inherent attention to the problems of ceramic materials and high temperature technology, is concerned with manufacturing facilities, production processes, product development, feasibility studies, and engineering administration. Ceramic engineers are employed by a wide range of industries from the specialized raw material and ceramic product manufacturers to the chemical, electrical and electronic, metallurgical, automotive, nuclear, and aerospace industries.

Ceramic Science. The work of the ceramist includes laboratory testing of raw materials, process and product testing, product development, and research in the various ceramic fields including the synthesis of various types of non-metallic materials. In accord with the now generally recognized extensive field of ceramics, the undergraduate and graduate work in ceramics emphasizes high-temperature phenomena in the entire field of inorganic chemistry, no longer confining the interest to the traditional field of clay products. Furthermore, it embraces both the crystalline and the glassy phases of the materials concerned.

Chemical Engineering. The chemical engineer translates the discoveries of the chemist into abundant products for the use of man. He is concerned with the design of plants for the large-scale production of products which are formed from basic materials through complex processes of chemical reactions. Petroleum refining, plastics manufacturing, food processing, and the production of bulk chemicals are a few of the fields which are the province of the chemical engineer.

Civil Engineering. The profession of civil engineering has evolved from the art of construction to the science of structures. As such, it concerns itself with forces, properties, and methods. All of the forces of nature are included in this field of inquiry. The properties of materials, including the soil and rock mantle of the earth itself, come under study by the civil engineer. The methods that permit him to analyze the behavior of structures under stationary and moving loads are part of his professional training. Underlying these applied branches of learning is a core of mathematics and physical science, a thorough grounding in which forms the foundation of these studies. The products of the civil engineer—highways, dams, bridges, tunnels, skyscrapers, and the frames of airplanes—are manifestations of his study of forces, properties, and methods assembled in various ways “for the use and convenience of man.”

Electrical Engineering. The profession of electrical engineering, in common with all branches of engineering, is one which is comprehensive and dynamic. Transistors, computers, and automatic control systems, unknown a few decades ago, are products whose manufacture today utilizes the talents of an ever-increasing number of electrical engineering graduates.

The electrical engineering curricula are designed to provide graduates with the necessary broad education in the engineering sciences so that they may later successfully develop a special competence in one of these new fields

or in one of the equally important but older areas of energy conversion and transmission, wire communication, or electronics.

Industrial Engineering. Industrial engineering is a relatively new professional field, and one whose development has paralleled the growth of the machine age. The industrial engineer, in planning for the actual manufacture of the products of industry, is responsible for the design of the system and the selection of the machinery to be used in manufacturing operations. In addition, a strong human factor is involved in order to realize optimum performance of men, machines, and materials consistent with limitations of time, quantity, quality, and cost.

Mechanical and Aerospace Engineering. The acceleration of our technology into the space age has re-emphasized the importance of the broad technical and professional training of the mechanical engineer. The mechanical engineer may make his professional contribution in many diverse industries. He is particularly in demand for the aerospace industry.

Regardless of the particular product with which he is involved, the mechanical engineer relies upon his training in the analysis of motions, forces, matter, and energy conversions. He is able to design mechanisms and machines to serve a specific purpose. He is proficient at determining, both experimentally and theoretically, the heat and energy transfer rates which occur within thermodynamic devices such as internal combustion engines, rocket engines, steam and gas turbines, and nuclear reactors.

PRE-PROFESSIONAL PROGRAMS

A variety of courses of study available at Livingston College provide excellent preparation for further professional education in medicine, law, dentistry, pharmacy, and nursing. A joint committee of the Rutgers Medical School and of Livingston College is currently discussing the development of a modern and flexible program which will be of considerable interest to students intending to pursue a medical career.

Livingston College will also offer programs in secondary school teacher preparation. In these programs, students take a regular major and, in addition, certain professional courses in education and do practice teaching. Upon graduation they will be awarded New Jersey State Teaching Certificates. These programs are available in the following subjects: Agricultural Business, Art, Biology, Chemistry, English, Environmental Science, French, General Science, Geography, Geology (Earth Science), German, History, Italian, Latin, Mathematics, Music, Ornamental Horticulture, Physics (Physical Science), Physical Education, Russian, Social Studies, and Spanish.

MILITARY EDUCATION

Both Army and Air Force R.O.T.C. will be available to Livingston College students.

ADMISSION TO LIVINGSTON COLLEGE

Livingston College is seeking young men and women of varied talents and interests who appear to be well-prepared and sufficiently motivated to accept the challenges of a college program. The Committee on Admissions will select those applicants who can present evidence of satisfactory achievement in high school, those who have the ability to read with comprehension and are able to handle mathematical concepts, and those who have the personal qualities necessary to insure a happy and profitable college experience. In accordance with University policy, Livingston College will further seek out disadvantaged students with college potential. Once they have been admitted, the Livingston faculty will encourage and assist them to successfully complete their college education.

WHO MAY APPLY

Candidates Seeking Admission by High School Graduation

Candidates seeking admission by high school graduation must present evidence that they have been graduated or will have been graduated from an approved high school at the time of their enrollment. To be eligible for consideration, the candidate must have completed a minimum of 16 academic-year courses.

Required Admissions Data

All candidates are required to submit an application for admission along with a ten dollar application fee and an encoding sheet in addition to the following required admissions data:

High School Record. High school records provide much information about students. They provide us, for example, with the subjects the students have taken, their over-all performance in these subjects, and grade patterns. They further provide us with an evaluation of their character and personality.

Candidates applying by high school graduation should present at least 16 academic courses, a course being the equivalent of one year of work in a prepared subject meeting five times each week. These courses must be distributed as follows:

LIBERAL ARTS

English	4
College Preparatory Mathematics	3
Foreign Language	2
Additional Courses	7

AGRICULTURE AND ENVIRONMENTAL SCIENCE

English	4
College Preparatory Mathematics	3
Additional Courses	9

ENGINEERING

English	4
College Preparatory Mathematics (Including one-half year of trigonometry)	4
Additional Courses	8

NOTE: Students desiring five-year programs in engineering must include two years of one foreign language as a part of their eight additional courses.

The additional courses are normally taken in social studies, sciences, and additional mathematics or foreign languages. Courses taken in areas other than the aforementioned, which are counted towards the high school diploma, are subject to the approval of the Committee on Admissions. For those candidates seeking admission by high school graduation whose preparation for college work is, for good reason, unusual in distribution of subjects studied please refer to "Candidates Seeking Admission by an Alternate Plan."

Scholastic Aptitude Test. All candidates are required to take the Scholastic Aptitude Test of the College Entrance Examination Board and to request that the results be sent to the Livingston College Admissions Office. If students choose to take this test in their senior year, it is recommended that they make arrangements to take the November, December, or January test. Junior year scores may be submitted if the students are satisfied with the results obtained on the test.

The Scholastic Aptitude Test is not administered by the University, but by the College Entrance Examination Board. Therefore, to obtain information and application materials for this test, students should write directly to the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540. This information is usually also available at high school guidance offices. The application form for this test and required fee should be in the office of the College Entrance Examination Board at least four weeks prior to the date on which students wish to take the test.

NOTE: No Achievement Tests are required.

Other Supporting Data

INTERVIEWS AND CAMPUS TOURS

Interviews are not required for admission to Livingston College. However, should applicants have questions relative to program offerings and admission requirements and procedures, they should call the Admissions Office which will be more than happy to arrange for a personal or group interview. In addition to the interview, students will have the opportunity to tour the campus grounds.

PERSONAL RECOMMENDATIONS

Personal recommendations are not required nor are they encouraged unless pertinent information can be provided which has not already been submitted.

Candidates Seeking Admission by Transfer from Another College

Candidates who are presently attending another college or university or who have previously attended a college or university may seek admission to Livingston. Academic performance, honorable dismissal, and the feasibility of transfer are major factors considered when determining the admissibility of transfer applicants. At the present time, Livingston College admits only a limited number of transfer applicants.

Required Admissions Data

In addition to the application, application fee of ten dollars, and encoding sheet, candidates seeking admission by transfer must submit the following admissions data:

High School Record. Students must submit complete high school records.

Scholastic Aptitude Test. Students who have taken the Scholastic Aptitude Test within the past five years and who are satisfied with the results obtained may request the Educational Testing Service to send us their scores. It is suggested that students re-take the examination if they sat for the examination more than five years ago. For information pertaining to test registration please see "Scholastic Aptitude Test" on page 36.

College Records. Students who are in attendance at other colleges must submit a transcript of course work completed thus far and a list of courses planned for the remaining term. Upon completion of the spring term they must submit a final transcript to the Admissions Office by July 1. This is requested for purposes of determining advanced standing. Students who are not enrolled in a college at the present time must submit a transcript(s) of all previous college work completed. All transcripts should indicate the titles, numbers, and grades of courses completed and should be sent directly to the Admissions Office from the institution concerned.

Other Supporting Data. See "Other Supporting Data" on page 36.

Candidates Seeking Admission by an Alternate Plan

Alternate plans of admission are provided for those candidates whose preparation for college work is, for good reason, unusual in distribution of subjects studied. Candidates who are high school graduates and whose preparatory courses do not meet the formal requirements of 16 specified units, or candidates who were not graduated from high school but who have equivalency diplomas, or candidates who were not graduated from high school and who do not have equivalency diplomas but who show promise may be permitted to qualify under one of these plans.

Alternate Plan I

Candidates whose educational backgrounds do not meet the formal requirements of 16 specified units may apply for special consideration. If their academic credentials indicate college potential and they are admitted under this plan, their faculty advisers will, if necessary, work out with the students appropriate programs to insure that they will ultimately reach the full level of excellence expected of Rutgers graduates.

Alternate Plan II

Candidates whose educational backgrounds do not meet the formal requirement of 16 specified units may apply for special consideration. If their academic credentials are of such a nature that their eligibility for admission cannot be determined without further evidence, they will be asked to take three Achievement Tests of the College Entrance Examination Board by the Committee on Admissions.

Required Admissions Data

In addition to the application for admission, application fee of ten dollars, and encoding sheet, the admissions data required for candidates seeking admission by an alternate plan are:

High School Record. A record of all work completed at the high school level must be submitted for review.

Scholastic Aptitude Test. All candidates seeking admission by an alternate plan must take the Scholastic Aptitude Test. See "Scholastic Aptitude Test" on page 36.

Achievement Tests. Under Alternate Plan II, applicants are required to submit scores on three Achievement Tests of the College Entrance Examination Board, in addition to the regularly required Scholastic Aptitude Test. The selection of Achievement Tests must be approved in advance by the Director of Admissions. Applications for the test may be obtained by writing the College Entrance Examination Board, Box 592, Princeton, New Jersey 08540.

Other Supporting Data. See "Other Supporting Data" on page 36.

WHERE TO OBTAIN APPLICATION MATERIALS

Application materials for Livingston College may be obtained by requesting them from the Livingston College Admissions Office, Rutgers—The State University, New Brunswick, New Jersey 08903.

Receipt of application and fee will be acknowledged along with notice of the status of the application. Should applicants be concerned about the receipt of other data required in support of their applications, they should

TYPE OF APPLICANT	REQUIRED DATA	OPTIONAL
Admission by High School Graduation	Application Application fee Encoding Sheet High school record Scholastic Aptitude Test	Interview
Admission by Transfer	Application Application fee Encoding Sheet High school record Scholastic Aptitude Test All college transcripts	Interview
Admission by an Alternate Plan	Application Application fee Encoding Sheet High school record Scholastic Aptitude Test Three Achievement Tests (for those applying under Alternate Plan II only)	Interview

write the Admissions Office. They should not telephone for information of this nature.

All inquiries regarding application status should be addressed to:

Livingston College Admissions Office
Rutgers — The State University
New Brunswick, New Jersey 08903

WHEN TO APPLY

New students will be enrolled at Livingston College in September of each year only.

If applicants desire admission for September 1969, they should submit application materials to the Livingston College Admissions Office, Rutgers — The State University, New Brunswick, New Jersey 08903 between September 15, 1968, and February 1, 1969, to insure maximum consideration. Applications received after February 1, 1969, will be considered until such time that it appears space limitations preclude further consideration.

Early Decision

At the present time Livingston College does not have an Early Decision Plan. See page 41 for notification of action.

HOW TO APPLY

In order to provide applicants maximum admissions consideration at Rutgers, a plan has been developed whereby they may receive consideration by more than one of the daytime undergraduate divisions of the University. The five daytime undergraduate divisions are:

College of South Jersey	Camden	co-ed	commuting student body
Rutgers in Newark	Newark	co-ed	commuting student body, except nurses
Douglass College	New Brunswick	women	primarily resident student body
Livingston College	New Brunswick	co-ed	primarily resident student body
Rutgers College	New Brunswick	men	primarily resident student body

Applicants must first decide whether they wish to make single or multiple application to the University. Most candidates will find that they are interested in applying to only one division and should follow carefully the directions under Option I. Others may wish to seek consideration from more than one division and should choose the course of action they desire from Option II or III.

Option I

Applicants who wish to apply to Livingston College only should complete the application indicating Livingston College as their choice and have their high school send it along with the ten dollar application fee and full credentials to the Livingston College Admissions Office.

Option II

Applicants who wish to apply to Livingston College and who would also like to apply to one of the commuting divisions (Newark or Camden) at the same time should complete an application for each division and have their high school send one of these applications and full credentials to Livingston College and the other application and full credentials to the commuting division. Only one ten dollar application fee is required and may be sent to either division. They will be notified of the actions taken by each Committee on Admissions.



There will be time for relaxation in informal small group gatherings

Option III

Applicants who wish to apply to Livingston College and who would also like to be considered at another New Brunswick division of the University should complete the application indicating the second division at which they wish consideration and have their high school send it along with the ten dollar application fee and full credentials to the Livingston College Admissions Office. If they are admitted to Livingston College, they will be so notified and their application will not receive further review. If, however, they are not offered admission because of space limitations, they will be notified and their application will then be reviewed by the alternate division. The alternate division will, in turn, notify them accordingly.

NOTE: If applicants wish to be considered under Option III they must submit their applications no later than February 1, 1969. Applicants are urged to make application as early as possible in the school year preceding the year in which they wish to enroll.

TRANSFER STUDENTS NOTE: Option III is not available to transfer applicants. Those transfer applicants seeking consideration at more than one division of the University should submit separate applications and supporting credentials to the divisions of their choice. Only one ten dollar application fee is required, and candidates should indicate on question 9 of the application form the division to which they sent the fee.

Once applicants have determined the option by which they will apply, they should secure application materials at the appropriate Admissions Offices if they have not already secured them and carefully complete the applications as directed.

Notification of Action

First-year applicants to Livingston College will be notified of action taken by the Committee on Admissions between December 15 and April 15 if their applications have been received and are complete by February 1. The Committee will begin to review applications for 1969 as soon as they have become complete and will notify applicants soon after of their action. For applicants who appear to be clearly admissible this means early notification of acceptance even though Livingston College does not participate in an Early Decision Plan at the present time.

Transfer applicants can expect notification of action any time between May 1 and June 15.

When admitted, freshmen will have until May 1, 1969, to indicate whether they will or will not attend Livingston College. However, it is expected that with timely notification, students will reply as soon as they have made their decision regarding choice of college.

COSTS

The basic college costs, including tuition, room, board, and student fees:

Tuition fee for residents of New Jersey	\$200.00 each term
Tuition fee for non-residents of New Jersey	\$400.00 each term
Student fees	\$ 64.00 each term
Room	\$213.00 each term
Residence Hall Program fee	\$ 10.00 each term
Board, 7 days, 20 meals (Plan I)	\$277.00 each term
Board, 5 days, 14 meals (Plan II)	\$235.00 each term

Resident students must subscribe to one of the above-mentioned meal plans.

The above represents the major fixed charges. However, in figuring the anticipated total costs for one year at Livingston, applicants should not forget an amount for books, travel, laundry, recreation and incidentals.

An estimated budget for one academic year in residence at Livingston:

	New Jersey Resident	Out-of-State Resident
Plan I		
Fixed charges—tuition, room, board (7 day, 20 meal plan), student fees	\$1,528	\$1,928
Approximate costs for books, travel, laundry, recreation, incidentals	500	600
Estimated total annual cost	\$2,028*	\$2,528*
Plan II		
Fixed charges—tuition, room, board (5 day, 14 meal plan), student fees	\$1,444	\$1,844
Approximate costs for books, travel, laundry, recreation, incidentals	500	600
Estimated total annual cost	\$1,944*	\$2,444*

*The cost of room-board as shown above will increase by a combined total of approximately \$200 for the 1969-1970 academic year.

First term payments should be made before registration in September. Second term payments should be made at or before registration in January. Special arrangements may be made with the Treasurer to pay tuition, room and board contract, and fees in installments throughout the year.

FINANCIAL AID

Through its financial aid program, Livingston College seeks to assist students who have been accepted for admission who show a financial need. Financial aid is awarded on a competitive basis and in accordance with the financial need of the student. Need is determined by comparing the student's total resources (assistance from family, summer work, and employment at college) with the cost of attending Livingston for a given year.

Financial assistance is offered in the form of scholarships, loans, campus employment, and perhaps in combination as a "package."

FORMS OF FINANCIAL AID

Scholarships

A limited number of general scholarships of varied amounts are offered by Livingston College to freshmen. Each award is based on the candidate's financial need, character and leadership, scholarship ability as determined by his or her high school record and Scholastic Aptitude Test scores, and participation in school and community affairs. Students desiring financial aid in the form of a scholarship should apply for a general University scholarship.

Continuance of scholarship awards is subject to the availability of funds, continued financial need, and satisfactory academic performance in college.

All candidates with financial need are encouraged also to seek outside scholarship aid. A certain number of local, state, and national scholarship programs are open to most candidates. Information regarding them can usually be obtained at all high school guidance offices. New Jersey residents are reminded that Rutgers — The State University does not administer the New Jersey State Scholarship Program. It is conducted by the New Jersey State Scholarship Commission, 225 West State Street, Trenton, New Jersey 08608. All New Jersey high school seniors who require assistance are urged to apply to the Commission for a State Scholarship by the November deadline.

Educational Opportunity Grants

Outright grants of Federal assistance are available to full-time students at Livingston College through the Higher Education Act of 1965. One of the provisions of the program requires that an Educational Opportunity Grant recipient receive assistance from other acceptable sources in an amount which is at least equal to the grant. Federal Loans, State Scholarships, and certain other scholarships are considered acceptable for this purpose. These awards range in size from \$200 to \$800 depending upon the amount of support that can be expected from the student's parents.

Loans

Freshman loans are made through the National Defense Student Loan Program. Under the terms of this program needy students may borrow up to \$1,000 per year (not to exceed a total of \$5,000 over the period of their undergraduate education) at a simple interest rate of three per cent per year on the unpaid balance. The total amount of the loan, plus interest, must be repaid within a ten-year period starting nine months after the student ends his studies. If a borrower becomes a full-time teacher in an elementary or secondary school or in an institution of higher education, as much as half of the loan may be forgiven at the rate of 10 per cent for each year of teaching service. Borrowers who elect to teach in certain eligible schools located in areas of primarily low income families may qualify for cancellation of their entire obligation at the rate of 15 per cent per year.

Employment

A number of controlled part-time jobs within the University are available for assignment to freshmen who have demonstrated financial need. They are located mainly in the library, dining hall, and certain administrative offices, and they entail approximately 15 hours of work per week. Through them a student can earn between \$300 and \$500 during a portion of the academic year. Freshmen are advised not to assume heavy part-time employment responsibilities. Many of these jobs are subsidized through the Federal Work Study Program. In some cases employment during the summer preceding entrance can be arranged.

Part-time jobs are also available in nearby communities. Upon arrival at Livingston, interested students should contact the Office of Student Aid where they will receive assistance in finding employment which most closely meets their needs, class schedules, and interests.

HOW TO APPLY FOR FINANCIAL ASSISTANCE

1. Applicants desiring financial aid should write to the Director of Admissions, Livingston College, to obtain an application for financial aid if one does not accompany this booklet. This financial aid card should be completed and returned immediately to the Admissions Office so that these individuals may be identified as a candidate for financial assistance.
2. Candidates must have their parents or guardians submit a Parents Confidential Statement to the College Scholarship Service, P.O. Box 176, Princeton, New Jersey 08540. This service will then analyze the information furnished by parents or guardians and present the college with a figure of computed need. This figure is further checked by the college before any decisions are made. The Parents Confidential Statements can be obtained through the high school guidance office or by writing directly to the College Scholarship Service.

NOTE: Transfer students are not eligible for scholarship considerations during their first term at Livingston. They are eligible, however, for grant, loan, and job consideration. Application for financial aid should be made by transfer students in the same manner as described above.

NOTIFICATION OF AWARDS

Freshmen awarded financial aid are notified sometime shortly after April 15. Transfer students awarded aid are notified after they have been admitted which is normally in June.

RUTGERS—THE STATE UNIVERSITY

Rutgers College

- Bureau of Biological Research
- Bureau of Government Research
- Bureau of Mineral Research

College of Agriculture and Environmental Science

- New Jersey Agricultural Experiment Station
- Co-operative Extension Service in Agriculture, Home Economics, and 4-H

College of Engineering

- Bureau of Engineering Research

Graduate School of Education

Division of Military Education

Division of Physical Education

Douglass College

Livingston College

Graduate School

- Bureau of Economic Research
- Statistics Center
- Center for Alcohol Studies
- Interdisciplinary Research Center

Graduate School of Library Service

Graduate School of Social Work

University College (New Brunswick, Newark, Camden, Paterson, Jersey City)

Summer Session

Newark College of Arts and Sciences

- Institute of Animal Behavior
- Institute of Cognitive Studies
- Institute of Jazz Studies

Graduate School of Business Administration

- Division of Business Administration
- Division of Professional Accounting

College of Pharmacy

- Pharmaceutical Extension Service

School of Law — Newark

School of Law — Camden

College of Nursing

College of South Jersey

Rutgers Medical School

University Extension Division

- Extension Centers (New Brunswick, Newark, Camden, Paterson)
- The Stonier Graduate School of Banking
- Institute of Management and Labor Relations

Institute of Microbiology

University Library

Eagleton Institute of Politics

Urban Studies Center

Radiation Science Center

Center for Computer and Information Services

Rutgers University Press

